Theories of Child Development

1. **Psycho- Sexual Theory - Sigmund Freud**
2. **Cognitive Development Theory - Jean Piaget**
3. **Psycho-Social Theory - Erick Erickson**
4. **Moral Development Theory – Lawrence Kohlberg**
5. **Socio- Cultural Theory - Lev Vygotsky**

Psycho- Sexual Theory- Sigmund Freud

- **Sigmund Freud** is the most Popular Personality in the field of Psychology.

- He was a Physician (Neurologist)

- Till 1899, it was regarded that Mental Disorder is caused by Physiological Factors.

- Sigmund Freud was the first person to claim that **Mental Disorder occur due to Psychological reason** rather than Physiological Reason.

- This viewpoint of Sigmund Freud is called **Psycho-analytic view point**

- Thus Sigmund Freud is regarded as **Father of Psychoanalysis school of Psychology**

- **Psycho-analysis-** When a Psychologist tries to unearth the things from Unconscious to Conscious Mind.

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Further, Freud says that 'To understand a person's behavior, it is important to understand his/her mental aspect or mind

Freud arranges mind into two ways;

1. Three Layers of Mind
2. Three components of Mind

Three layers of mind;

- **Conscious Mind;**
  - Uses in doing Present Things

- **Sub-conscious Mind;**
  - Available Memory

- **Unconscious Mind**;
  - Buried Mind
  - Something which is not in conscious mind
  - Freud studied and focused on unconscious mind. It is base point of Psycho-analysis theory.

    Nature of Unconscious Mind;
    - Sexual
    - Anti-social
    - Immoral

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Three Components of Mind;

1. **Id**
    - Works on Pleasure Principle
    - Mother of all desire
    - Based on unconscious mind
    - Can not differentiate between Right- Wrong, Just- Unjust etc.
    - Look for sensual pleasure

2. Ego
    - Works on reality principal
    - During the development phase a child learns to control hi/her Id

      e.g. controlling the waste material of body, Controlling Hunger etc.

3. Super Ego
    - Based on Morality
    - Follows idealistic principle

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Libido; It is life maintaining energy. If it is chucked then it may lead to the psychological disorder.

This Libido generates Infantile Sexuality which can be divided under Phases of Psycho-Sexual development of Child

1. **The oral stage (0-2 years)**
   - Mouth represent first sexual organ for providing pleasure to child. E.g. Lactation, sucking of thumb and candy

2. **The anal Stage (2-3 years)**
   - Children derive pleasure by holding back or letting go of the body waste material through the anus.
   - Potty training starts at this period.

3. **The Phallic Stage (4-6 Years)**
   - Children notices biological differences
   - Derive pleasure by manipulating the genital organs
   - Attraction with opposite sex parents

4. **The Latency Stage (6-12 Years)**
   - Starts at the age of 6 among girls and 8 among boys
   - Children prefer to be in the company of their own sex and neglect or even hate the member of opposite sex.
   - Super- ego is developed in this stage.

5. **The Genital Stage (12+)**
   - Boys and girls feels strong sexual sensation towards opposite sex

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Stage	Age	Focus of Libido	Development
Oral	0-1 year	Mouth	Feeding
Anal	1-3 year	Anus	Toilet Training
Phallic	3-6 year	Genital	Oedipus
Latent	6-12 year	No	Socialism
Genital	12+	Genital	Sexual Maturity

Psychoanalysis as a therapy;

Besides providing method to study behavior through various stages of development under infantile sexuality, Freud contributed Psychoanalysis Therapy to cure mental illness.

Steps of the therapy are;

1. **Establishing Rapport**
   - Attempts are made to establish emotional bond of mutual trust with the patient.
2. **Analysis**
   - This step attempts to find out causes of patient problem as Freud believed that mental illness or behavioral problem is result of repressed wishes and desires which are dumped into unconscious mind.

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- Thus, it is important to reach unconscious mind through following steps;
  - **Free Association;**
    - Affected individual is made to lie on a soft coach and say anything that comes in his mind.
  - **Dream Analysis;**
    - Freud regarded dream as disguised satisfaction of desires that have been repressed in real life. Thus, analysis of dream reveals unconscious mind.
  - **Analysis of daily Psychopathology;**
    - The repressed desires can also be revealed through day to day psycho-pathology in terms of slip of tongue, forgotten appointments etc.

3. **Synthesis**
   - After discovering reasons, attempts are made to fix the problem by synthesizing unconscious mind with living reality of the patient.

4. **Breaking the Rapport**
   - Finally, temporary rapport formed during the course of treatment is broken which enable patient to face reality of life with the support of analyst or therapist.

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Cognitive Development Theory- Jean Piaget

- Jean Piaget was a Swiss biologist
- Showed keen interest in epistemology, a branch of philosophy concerned with nature of knowledge.
- In 1920, he started working with **Binet Testing Laboratory** in Paris who were making **Intelligent Test** used in French School System
- Here he got the opportunity to study the development of Intellectual ability of children.
- He first opposed Binet's idea of defining Intelligence in terms of correct responses of the item contained in a particular intelligence test.
- He defined Intelligence as ability to adjust/adapt/deal with the environment.
- He was so keen to study the development of intellectual ability of children that he along with his wife devoted their early married life to study intellectual development of their own three children.

According to Piaget there are two aspects of mind;

1. Organization: Categorization of thinking process into psychological structure.

- From simple (Infant) to specific one (Adulthood)

-The psychological structure of an individual plays an important role in deciding that how he is going to respond to a stimuli present in a social situation.

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2. Adaption: Adjusting with the Environment for the survival and proper growth and development. Thus, when an individual adjust with the environment, it is adaption.

- **Assimilation:** when previous knowledge is associated with new knowledge.
- **Accommodation:** When Previous Schema is changed.

E.g. If 2 year old baby see cat, she makes a schema of cat that she has two eyes, one tail, four legs and when she see a dog, she calls that dog as cat.

- **Schema:**
  - Blocks of Information
- **Equilibration:**
  - When we make balance between Assimilation and Accommodation, the process is called Equilibration.

Previous Year Question

Q- Modification of Cognitive Structure is called;

A- Accommodation

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According to Piaget; Stages of Development

1. **Sensory Motor Stage (0-2 years)**
    - Absence of Language
    - Limited to direct sensory and motor interactions
    - After 8 months, Self- Identity is excluded with the external environment.
    - He/she thinks that the world is what they see
    - Do not understand the concept of hidden things
2. **Pre-operational Stage (2-7 years)**
    - Child is equipped with language and tries to communicate as much as possible
    - Can be divided in 2 parts
        1. **Pre-conceptual phase** (2-4 Years)
            - Simple schema E.g. All men are daddy
            - Very imaginative as child is exploring world for the first time so it is advised to introduce them with new toys, places and people as much as possible.
            - Ego-centric in nature
        2. **Intuitive Phase** (4-7 years)
            - Child is full of contradictions
            - Confuses to identify Past and Future
            - Logical ability is not developed
            - If A= B then B=? (May not Answer)

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3. **Concrete operational Stage (7-11 years)**
    - Child now learns to deal with concept and ideas that exists in mental terms only. E.g. 3+4 Apples
    - Child is no longer ego-centric
    - Understand past, present and future

4. **Formal Operational Stage/ Abstract Operational Stage (11-15 years)**
    - Intellectual development gets sophisticated at this stage.
    - Child begins to solve hypothetical problem
    - Develop personal identity (Religious, national, gender etc.)
    - Consider issues like society, equality and justice

Piaget did not mean that children belonging to all cultures essentially pass through these stages in chronological periods specified by him.

He give due recognition to forces like;

- Biological Inheritance
- Maturation
- Environmental factors

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Cognitive Development Theory by Jerome Bruner

Like Jean Piaget, Jerome Bruner said that mental development is result of maturation and experience. He recognizes three stages of cognitive development;

1. **Enactive Representation Stage;**
   - Non- verbal Activities
   - Child makes use of sensory motor actions to learn from the environment.
2. **Iconic Representation Stage;**
   - Cognitive development is characterized by child representation of things and events in terms of sensory images and mental pictures
3. **Symbolic Representation Stage;**
   - Learners develop thinking capacity in abstract manner
   - Mentally visualize circumstances or situation to deal with it

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Psycho-social Theory of Development by Erik Erikson

- Erik Erikson (1902-1994)
- German Born, American Psychologist and Psychoanalyst
- Influenced by Sigmund Freud
- Major Work
    - Childhood & Society (1950)
    - Identity: Youth & Crisis (1968)
    - Gandhi's Truth (1969)
- Erikson is known for his Psycho-social Theory of Development which covers individual's social development over the entire lifespan of human being.
- Erikson Psychosocial Theory emphasized on
    - Emergence of Self
    - Individual relationship with social environment
    - Search for Identity
- In this process, Individual is put under specific pressure which Erickson referred as **'Development Crisis'**
- Individual tries to meet the specific demands or resolve the crisis by reacting psychologically in his own way.
- The complexity of demand from the environment increases with the child's Growth and Development
- Erikson discovered 8 Stages where individual faces new and complex crisis. Erikson called them as 'Eight ages of Man'

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*Stages**	*Age**	*Crisis **	*Adequate Resolution*	*Inadequate Resolution*	*Quality*	*Imp. Events*
1.	Infancy (0-18 Months)	Trust v/s Mistrust	Sense of Security/ Safety	Sense of Insecurity/ Fear	Hope	Feeding
2.	Pre-Childhood (1.5- 3 Year)	Autonomy v/s Shame (Doubt)	Capable of Controlling Own Body	Feeling of Inadequacy from Control	Willpower	Toilet Training
3.	Playing Stage (3-6 Year)	Initiative v/s Guilt	Self-Confidence/ Able to Initiate and Create	Lack of Self-Confidence	Purpose	Independence
4.	School Stage (6 year-Puberty)	Industry v/s Inferiority	Acquire Basic Social & Intellectual Skill	Feeling of Failure and Under-confidence	Competence	School

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Stages*	Age*	Crisis *	Adequate Resolution	Inadequate Resolution	Quality	Imp. Events
5.	Adolescence (13-19 Year)	Identity v/s Role Confusion	Self Identity/ Unique Work	Unclear Sense	Fidelity	Peer Relationship
6.	Early Adulthood (20-30 Year)	Intimacy v/s Isolation	Capacity of Closeness & Commitment	Feeling of Loneliness	Love	Love Relation
7.	Middle Adulthood (40-50 Year)	Generativity v/s Stagnation	Focus on Future Society/ Generation	Self Indulgent/ Lack of Future Orientation	Care	Parenting/ Mentoring
8.	Late Adulthood (50 year +)	Ego-Integrity v/s Despair (Dissatisfaction)	Sense of Wholeness/ Basic Satisfaction with Life	Feeling of Disappointment	Wisdom	Acceptance of One's Own Life

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Kohlberg's Theory of Moral Development

- Lawrence Kohlberg (1927- 1987) At the Age of 59 committed suicide
- Morality is a system of belief, values and underlying judgment about rightness and wrongness of human beings

- Before giving the theory of moral development, Kohlberg first criticized Piaget Two Stages of Moral Development

- ***Piaget Two Stages of Moral Development***
    - Children up to 5 do not have clear sense of Right and Wrong
    - Two Stages:
        1. **Hetronomous Morality…… (5-10 Years):**
            - Children view rules as permanent entity
        2. **Autonomous Morality……(10 Year +):**
            - Children view rules as flexible which can be revised at the will of majority

- Kohlberg further rejected the popular belief that children imbibe the sense and methods of Moral Judgment from their Parents and Elders by way of Learning.

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- He said 'The judgment of the children is not only internalized from the outside (Immediate Society) but also depends upon level of individual intellect as well as his Learning Experiences from Environment
- Kohlberg defined Moral Judgment as ***Development of Individual Sense of Justice***

- To assess one sense of Justice, he prepared a test consisting of Moral Dilemma

- ***Moral Dilemma*** : Experiment

- With the help of the responses from his subjects, he conclude that alike Piaget stages of development, there also exist Universal Stages in development of Moral Values and Movement from one stage to another depends upon the intellectual ability of the individual rather than the simple acquisition of values from parents, peers and teachers.

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Kohlberg Levels of Moral Development

- Kohlberg divides Moral Development into 3 Levels which are further divided into 6 Stages

1. Pre-conventional Level (3-7 Years)

    - Stage 1: Punishment & Obedience Orientation or Pleasure & Pain Orientation
        - Child obeys rules to avoid punishment
    - Stage 2: Individualism/ Exchange Orientation or Instrumental Orientation
        - Obey Rules to serve their interest e.g. Asking a kid for kiss in exchange of chocolate
        - Ego-Centric (Piaget's Pre-operational Stage)

2. Conventional Level (8-13 Years)

    - Stage 3: Good Boy/Nice Girl Orientation
        - A schema of Good Boy is made and self is molded to be like him/her
    - Stage 4: Social Order Maintaining/ Law and Order Maintaining Orientation
        - Rules are important for peaceful social existence

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3. Post- Conventional (14- Adulthood)

- Stage 5: Social Contract Orientation
    - Social norms are followed only if they conform to the internalized principles of the individual

- Stage 6: Universal Ethical Principle
    - High Moral Values
    - Decision are now influenced by individual conscience based upon Universal Principle like Equality, Justice and Dignity
    - Only few people reaches this stage e.g. Gandhi, Mandela, Martin Luther King

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Socio-Cultural Theory- Lev Vygotsky

- Russian Psychologist
- Constructivist Thinker (Like Jean Piaget)
- Constructivist Believes Child creates his/her own knowledge.
- Before Piaget and Vygotsky, Rousseu and Maria Montessarie promoted this idea and regarded as Grandfather and Grandmother of constructivist theory.
- Socio-cultural Theory focuses on relationship between culture (Values, Customs, socially acquired skills etc.) and Cognitive Development.
- Vygotsky first agrees with Piaget on children as active and constructive being But Piaget emphasized children's independent and individual efforts to understand the world whereas Vygotsky viewed Cognitive Development as ***Socially Mediated Process*** Thus he rejected Individualistic view of cognitive development (Piagetian View) and Favored ***Socially Mediated Process of Cognitive Development***

Role of Language and Private Speech

- Piaget referred Private Speech as Ego-centric Speech or Collective Monologue which initially help the child to control his/ her actions in early stages and it ends after certain social exposure.
- Vygotsky believed use of language or private speech guides cognitive development even in the later stages of child development and child moves towards **Self Regulation**: ability to plan, monitor and guides your own thinking

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Zone of Proximal Development (ZPD)

- Area between child's current development and level of development child could achieve after guidance.
- Can be divided into two parts; 1. Actual Level

  2. Potential Level

- ***Scaffolding (Temporary Support)-*** To support the learner in achieving his learning objective but the support should not make the learner dependent on him/ her
  - Scaffold: a raised wooden platform used for the execution of criminal
- ***More Knowledgeable Other***: a learned person who supports the novice (New Learner)
- ***Reciprocal Teaching and Co-operative Learning***
  - Multiple partners stimulate and encourage one another.

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